

Preparation: Arrive at least a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport.

Materials Needed: Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

Say: Welcome to the Train the Trainers Module for elementary RTI: Reading. I'm glad you're here!

Introduction

Introduce yourself briefly, and establish a connection with the audience. Begin by highlighting your background in education. Tell about a brief personal experience that assures participants of your knowledge base, and also lets them know that you understand their situation.

If you do not already know it is a good idea to ask who is in the audience.

Say: I would like to get an idea of who is in the audience today. Give me a



Say: Today is going to be a busy day, let's go over some of the logistics. Please find your agenda and the Next Steps handout.

Give one minute.

Review the agenda for the day.

Point out the parking lot chart you have made and hung in the room.

Say: We are going to keep a swift pace and you can use the Parking Lot to post questions that don't intimately relate to the content at hand. I encourage questions, but in the interest of keeping everyone engaged the training will move at a swift pace. We will be busy! I will check the parking lot during breaks to ensure that questions are answered.

Go over agenda including scheduled breaks and where the restrooms are located.

Say: The Next Step handout is for you to keep track of anything that you would like to follow-up on after this training. It is broke up into the key areas we will be talking about. Please keep this handy and use it to keep track of what you would like to take back and use in your practice.

No media

Handouts: Agenda and Next Steps Handout



Say: Let's talk about group norms for today. We ask that you keep conversations that take place in this room confidential as we want this to be a safe place for everyone to be able to share what is on their mind. Please be respectful of others and limit side-bar conversations. We will provide you with a lot of opportunities partner and small group discussions. If you have something urgent on your mind jot it down on a sticky note and talk to your friends about it during the break. We also ask that you keep your mind open to new ideas as we learn from each other.

Please find your SLANT Routine Card.

Describe SLANT: Have participants locate this routine card in their materials

S = Sit up (good posture keeps you alert)

L = Lean forward (this shows interest to your speaker)

A = Ask questions (do this by raising your hand, putting the questions in your notes, and to yourself)

N = Nod your head (or else shake your head, or show your understanding or confusion in some other way)

T = Track your speaker (keep your eye on the speaker to take in important non-verbal clues and to stay alert and interested)

Identify Shoulder Partner

- Identify someone near you as your “Shoulder Partner”
- Introduce yourself and tell them about a hobby you enjoy.
- Identify who will be partner A and who will be partner B.



Say: Find someone near you to be your “Shoulder Partner”. Introduce yourself and tell them about a hobby you enjoy. Identify who will be partner 1 and who will be partner 2.

Give participants 1-2 minute to identify their partner and introduce themselves.

Say: A1s raise your hand and 2’s raise your hand.

This is a check in to make sure they have identified who is partner 1 and who is partner 2.

No Media

No Handout



Say: *This visual diagram illustrates the key components of an RtI Framework. Key components include universal screening, progress monitoring and differentiation, and systematic skill instruction.*

You have a larger copy of this slide in your handouts for easier viewing.

Take one minute to scan this diagram.

Media is imbedded in power point: *Response to Intervention Framework in Primary Grade Reading Visual Diagram*
 Handout: *Response to Intervention Framework in Primary Grade Reading Visual Diagram*

Groovy Grouping Activity

- Establish a group of four people
- Each person in the group tell one sentence describing your thoughts when you first heard the song that is about to play.



Say: I'm going to play a song. When the song begins please establish a group of (about) four people. Once your group is established each person in the group tell one sentence describing your thoughts when you first heard the song that is about to play. Ready?




Begin Music

Meander around the room and offer further directions for any groups that may not be on task. Allow 2-4 minutes for this activity.

No Media

No Handout

What Do You Know?	What Do You Want to Know?	What Have You Learned?

Preparation: Create a KWL chart from three pieces of chart paper. Write “K” What do you KNOW?, “W” What do you Want to KNOW, and “L” What have you LEARNED at the top of each chart paper.

Materials: Chart paper and marker.

Participants should stay in their groups.


Use the signal you established to bring the groups attention back to you.

Say: In your groups you are going to fill out the first two columns of your KWL chart handout. Please identify a spokesperson for your group to share one thing you know and one thing you want to know about RTI to the rest of the group. Generate many answers as you will need to share something different than what the other groups have shared.


Allow 5-7 minutes for groups to generate ideas for first two columns.

Randomly choose groups to share and write their answers on the chart paper (allow 5-7 minutes for check-in).

Key Components



- Universal Screenings
- Progress Monitoring
- Systematic Instruction
- Differentiation Based on Data



Say: In this module we will explore the research evidence for successful RtI reading implementation in the primary grades through four recommended practices: Universal Screening, Progress Monitoring and Differentiating, Systemic Skill Instruction, and RtI Implementation. This module will explore each of these practices through various multimedia and activities.

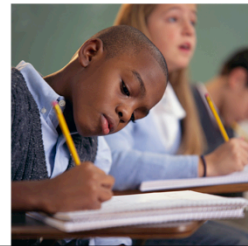
No Media

No Handout

Doing What Works

LEARN-SEE-DO Format

- Learn What Works
 - Expert Interviews
- See How It Works
 - Audio and Video Interviews, Presentations, and Classroom Video's
- Do What Works
 - Tools and Sample Materials



Say: Throughout this training we will follow the Doing What Works LEARN-SEE-DO Format.

Learn What Works

-Expert Interviews

See How It Works

-Audio and Video Interviews, Presentations, and Classroom Video's

Do What Works

-Tools and Sample Materials

No Media

No Handout

Multimedia Overview:

What is Response to Intervention?



Say: This video is an overview of an RTI framework and explains why states and districts are turning to RTI systems of Dr. Russell Gersten and Dr. Sharon Vaughn sharing their ideas about why RTI has spread rapidly as a solution to helping struggling students.

They describe some important components of RTI, including:

- conducting universal screenings
- providing quality core instruction and intensive tiered interventions
- using progress monitoring data to make informed instructional decisions

Media Needed: **Multimedia Overview** (4:10 min)

No handouts

IES Practice Guides



[http://ies.ed.gov/ncee/wwc/publications/
practiceguides/](http://ies.ed.gov/ncee/wwc/publications/practiceguides/)

Say: The practice guides are available on the US Department of Education's Institute of Education Sciences What Works Clearinghouse website if you would like more information.

No Media

No Handout

What is RtI?

- Coordinated, Multi-tier Intervention System
- High Quality Instruction
- Intensive Interventions



Say: As we just heard in the video RtI is a coordinated, multi-tiered intervention system that is grounded in high quality instruction supplemented by intensive interventions for students who may be struggling in reading and/or math.

Help participants understand that districts who are using RtI systems have reduced inappropriate referrals to special education especially of ethnic minority students, low-income students, and students who may have received inadequate instruction.

No Media

No Handout

Find Four Book Partners

- Introduce Yourself
- Choose a Book Title from your handout
- Write your partners name next to that book
- Find a different partner for each book until all four book slots are filled
- Return to your seat



Say: Find the book partner handout located in your binder. We will be modeling engagement throughout this module through partner discussions. When the music begins each of you will find four partners. I encourage you to find people you don't know so that you have to opportunity to hear new perspectives. Once you've found a partner....

Introduce Yourself

Choose a Book Title from your handout

Write your partners name under that book, and they will do the same under the same book

Find a different partner for each book until all four book slots are filled

Return to your seat

Choose a partner in the room and model the procedure. Example dialogue:
"Hello, my name is Tara. What is your name? Would you like to be my The

Activity: MT Reading Standards

- Universal Screenings
- Progress Monitoring
- Systematic Instruction
- Differentiation Based on Data



Say: For this activity each of you will need MT Reading Standards (pgs. 16-17, 20-21 of Montana K-12 Content Standards Frameworks).

Look over the Montana Reading Standards with your partner and compare them with the four Elementary Reading Topics. (allow 3-5 min.)

No Media

Handout: **MT Standards (pgs. 16-17, 20-21) of Montana K-12 Content Standards Frameworks**



Say: *Listen to Dr. Gersten and Dr. Vaughn as they share their ideas about why RtI has spread rapidly as a solution to helping struggling students. They also describe some important components of RtI, including conducting universal screening, providing quality core instruction and intensive tiered interventions, and using progress monitoring data for instructional decision making.*

Ask participants to write down at least three ideas from the video on a sticky note as they listen.

Media: Expert Interview: **Evolution of Response to Intervention** (7:03)

Handout: No Handout

Partner Discussion

Tell, Add, Check



Tell everything you remember about the video

Add by filling in or clarifying

Check and see if responses align to the video (next two slides)

Say: Tell your partner about the ideas you remember from Dr. Gersten and Dr. Vaughn's discussion regarding the evolution of RTI. Add by filling in or clarifying. Check and see if your responses align to the video (next two slides).

This time find your "The Hat" partner.

Give participants 3-5 minutes for this discussion.

Check in with individuals and refer to the next two slides as they give answers that align with the video.

No Media
No handouts

Evolution of RTI

- Reauthorization of IDEA, changes in special education law
 - Offers options and flexibility with eligibility determination
- Reading First introduction to interventions for K-3 Grade
- More active and creative school psychologist role



As you check in with individuals after the tell, add, check partner discussions refer to this slide when an answer is given that is contained within the slide.

Review any answers from the slides that were not given and reinforce the ideas on the slides with a brief personal experience if time allows.

No Media

No handouts

Evolution of RTI

- Screenings have become quick and sensitive
- Increased intervention options for reading
- Teachers are encouraged to work together
- Attempts to have general educators work with special educators to meet students needs more efficiently
- Increase in evidence of effective instruction



As you check in with individuals after the tell, add, check partner discussions refer to this slide when an answer is given that is contained within the slide.

Review any answers from the slides that were not given and reinforce the ideas on the slides with a brief personal experience if time allows.

No Media

No handouts



Say: Over fifty educational stakeholders from Montana met throughout the 2007-2008 school year and developed the Montana RTI Framework to provide guidance to elementary district, schools, and educators who were interested in learning more about implementing the key components of RTI successfully.

This is the cover of the Framework. Find details for downloading this document on the next slide.

No Media
No Handouts

Montana RTI Framework

[http:// www.opi.mt.gov /RegForms/RTI/Index.html](http://www.opi.mt.gov/RegForms/RTI/Index.html)

Say: The Montana RTI framework can be download from the OPI website.

No Media

No Handout

Montana RTI Essential Components

for an Effective Instructional Framework

1. Strong Leadership
2. Evidence-based Curriculum and Instruction
3. Ongoing Assessment
4. Collaborative Teaming
5. Data-based Decision Making
6. Fidelity of Implementation
7. Ongoing Training and Professional Development
8. Community and Family Involvement



Say: Educational stakeholders from Montana identified eight essential components that must be implemented for effective school improvement and instruction.

Read through these eight components and circle the one that you would most like to learn more about and put a star next to the one you are most comfortable with.

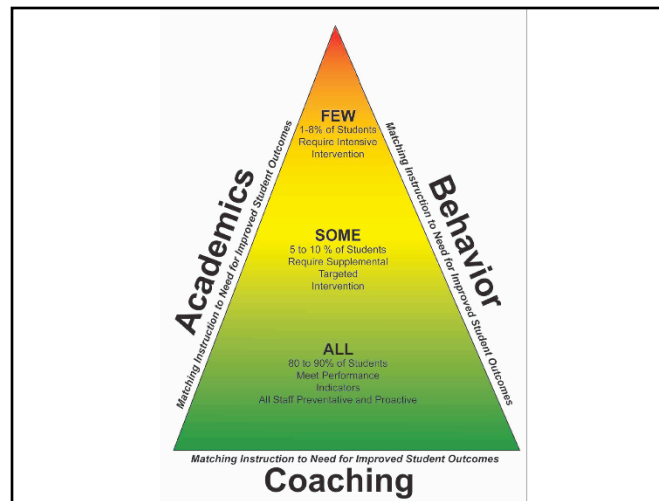
Allow 1 minute.

Say: Now turn to your shoulder partner and tell them why you choose these two components.

Allow 1-2 minutes for discussion.

No Media

No Handouts



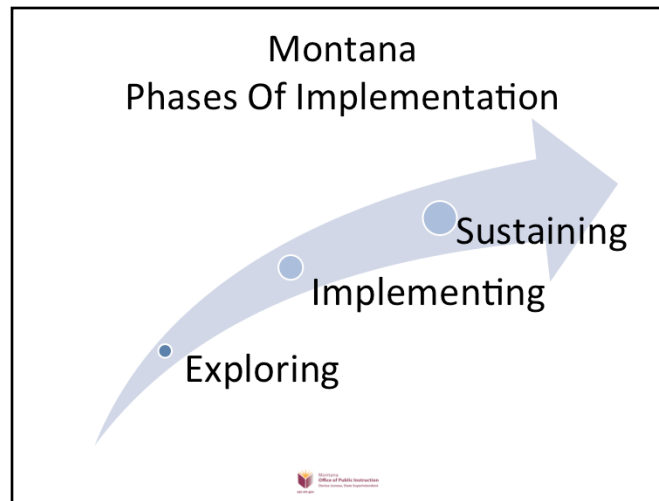
Say: This is one visual representation of an effective RTI Framework. This visual was developed by the Utah Education Agency and was identified during the stakeholder meetings by Montana educational stakeholders as a good visual representation for the Montana RTI Framework.

Note that effective RTI implementation continually matches instruction to students and staff needs in order to improve student outcomes through:

1. Academics
2. Behavior
3. Coaching and Support (For Educators and Students)

There are no lines defining cut-off points. Student movement through the tiers is fluent and ongoing and may be based on behavior, academics, or both.

When an RTI framework is fully implemented all students receive high quality research-based core instruction therefore 80-90% of students are meeting benchmarks set by performance indicators. All staff are being proactive and preventative through explicit and systematic instruction.



Say: Montana schools who are implementing Rtl fall within one of the three stages of implementation: 1) exploring, 2) implementing, and 3) sustaining.

The phase of implementation are identified by the OPI and by district leadership teams through various tools (self assessment tool, continuous improvement components chart, continuous school improvement plan monitoring process, and Rtl Scale). When a district is at the sustaining phase of implementation it is expected that the components introduced at the exploring and implementing phases will continue to be applied. Understanding that system reform is complex and must focus on the development and interrelationships of all of the main components of the system simultaneously. It is recommended that schools choose three to five goals at one time to be working toward within their action plans.

No Media

Handout: [Continuous School Improvement Plan Monitoring Process](#)
[Continuous Improvement Components Chart](#)

Elementary Self-Assessment Tool



Say: This self-assessment tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals.

Explain that school districts use this tool to identify which components are currently in place and to decide on areas in which further action is needed. On-site Leadership Implementation Teams will identify which components are currently in place and areas in which further action is needed. Review the specific actions in the second column that identify the essential components for a multi-tiered system-wide framework. Identify what is already in place, is not feasible for your circumstances, or is in need of action. Then formulate next step actions that are necessary to strengthen those processes your district or program already has in place. The phase of implementation listed in the first column identifies the phase in which that component is introduced. When a district is at the sustaining phase of implementation it is expected that the components introduced at the exploring and implementing phases will continue to be applied.

Allow participants 10-15 minutes to work on the self-assessment.



Say: *Listen as Dr. Gersten and Dr. Vaughn discuss some issues and challenges that have arisen as states and districts implement Response to Intervention (RtI) systems.*

The issues and challenges discussed include changes in staff roles and responsibilities, the limited resources in mathematics for screening and intervention, and the differences in RtI implementation in middle and secondary school. They share lessons about what has been learned, including the importance of setting priorities and staging RtI implementation.

Media: **Expert Interview: Issues, Challenges, Lessons (7:12)**

Handout: No Handout

RtI and Special Education

- No legal position from the US Department of Education mandating whether Tier 3 instruction should or should not be designated for students receiving Special Education services
- States can define
- Montana stakeholders agree that Tier 3 instruction can be for all students with or without disabilities.



Say: As Dr. Gersten explained there has not been a legal position from the US Department of Education or the court systems mandating whether tier 3 instruction should or should not be designated for students receiving Special Education service therefore states can and have defined what their multi-tiered system entails. When Montana stakeholders met to define RTI and develop the Montana RTI framework this was a big topic of discussion and the consensus was that in an effective RtI framework tier 3 instruction should be available for any student who needs more intensive instruction whether they have been identified with a disability or not.

You may find a student who is not on an IEP requires more intensive tier 3 instruction and you may find a student who is on an IEP for services such as speech who's needs are being met in tier 1 core reading instruction and does not require any additional interventions.

Direct participants to the Montana RTI Documentation Form handout and give them 2-3 minutes to look it over with their shoulder partner.

Tell participants there is more information regarding Special Education and RTI available on the Office of Public Instruction website.



Materials: Chart Paper and Sticky Notes

Say: Take one to two minutes to write down two or three issues or challenges your district is facing with RTI. implementation. You may use the sticky notes provided or your own paper.

Give participants 1-2 minutes.

Say: Now find your “Where the Wild Things Are” partner and share your ideas.

Give participants about 3 minutes. Write “Issues and Challenges” on chart paper and then mingle from group to group and listen to the discussions of the participants.

Ask: What were some of the issues and challenges your district is facing?

Check in with individuals and write answers on chart paper.

Challenges

- Redefining Roles and Responsibilities
- Where to Start
- Keeping Middle and High School Students Engaged
- Math Screenings, Assessments, Interventions, and Instructional Strategies



Say: Here are some of the issues and challenges that Dr. Gersten and Dr. Vaughn discussed. Many of you reiterated these challenges through our discussion.

Read and briefly review any of the challenges listed on the slide that was not already talked about through the previous activity.

No Media

No handouts

Lessons Learned

- Need patience, implementation takes time
- Districts should carefully build a framework for implementation from the bottom up
- Prioritize a few areas at a time and implement them well
- Focus professional development efforts towards those areas



Say: Dr. Gersten and Dr. Vaughn also discussed some of the lessons learned.

Briefly review the lessons learned by reading through them. Share a personal experience or story that helps illustrate these lessons.

-Need patience, implementation takes time

-Districts should carefully build a framework for implementation from the bottom up

-Prioritize a few areas at a time and implement them well

-Focus professional development efforts towards those areas

No Media

No handouts

Elementary Action Plan Tool



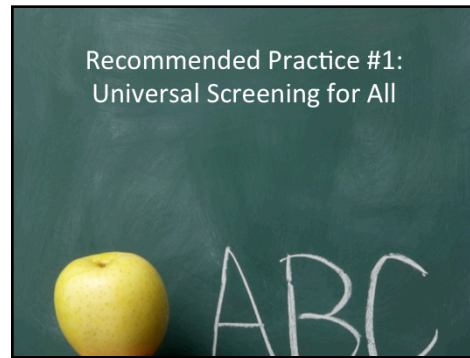
Say: This action plan tool is designed to be used by school districts to develop a multi-tiered system-wide framework for continually improving systemic progress toward achieving identified literacy goals.

Explain that school districts use this tool to develop goals for those areas in which further action is needed. On-site Leadership Implementation Teams will use this tool to formulate next step actions that are necessary to strengthen those processes your district or program already has in place.

Allow participants 10-15 minutes to work on the self-assessment if teams are attending the training together. This action plan tool can be broken up into parts and each section can be filled out at separate time throughout the presentation as well.

If schools are not doing training in teams and this is an introduction to the tools available then give participants 2-3 minutes to look over this form and discuss how they could use it in their teaching practice.

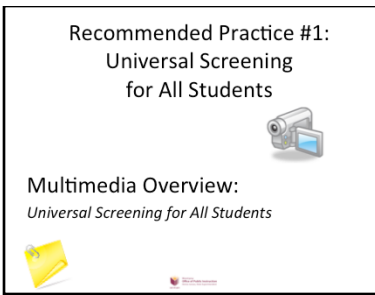
No Media



Say:

Media:

No Handout



Say: This multimedia overview explains the value of universal screening, describes the recommended components of an effective screening system, and provides information on establishing benchmarks and using cut-points to identify at-risk students.

Find the "Multimedia Overview; Universal Screening for All Students" handout. While you watch this multimedia overview listen carefully and fill in the blanks within the handout.

Media: Multimedia Overview: Universal Screening for All Students (6:19)

Handout: Universal Screening for All Student

Group Activity



- Find your “Groovy Group”
- Identify a spokesperson to report to the group
- Discuss at least three different pieces of information from the video.
- Talk about how the information in the video compares to your current practice
- Assist each other in filling in the blanks)



Say: When the music begins find your “groovy group” and identify who will be the spokesperson for the group for this activity. This should be a different person than the person who was spokesperson during the last group activity. Discuss three different pieces of information from the video. How did the information in the video compare to your current practice. You can also assist each other fill in any of the blanks that you may have missed during the video.


No Media

Handout: Multi-media Overview; Universal Screening for All Students

Recommended Practice #1:
Universal Screening

LEARN:

- View Expert Interview:
Screening All Students
- Donald Compton, Ph.D.
Vanderbilt University



Say: *We are now going to move to the LEARN component for improving RTI implementation. In this interview, Dr. Donald Compton explains the purpose of universal screening, describes how it fits into a multi-tiered intervention system, and discusses using screening to identify students at risk for reading problems and place them into appropriate interventions.*

Media: Expert Interview: Screening All Students (5:54)

No Handout

Universal Screening

- Requires school-wide coordination of staff and resources.
- A building-level Rtl team can address logistical issues
 - scheduling and assigning staff to administer assessments
- Select screening measures to identify at-risk students
- Establish progress monitoring procedures



Say:

Media:

No Handout

Building Level RtI Team

May include:

- teachers
- administrators
- reading specialists
- school psychologists
- ELL specialists
- special education staff

Say:

Media:

No Handout

Selecting a Screening Measure

- Instruments need to be
 - efficient
 - reliable
 - valid
- Measure appropriate grade-level reading skills
 - such as phonemic awareness, letter knowledge, vocabulary, decoding, word identification, and text reading

Say:

Media:

No Handout

Discussion

- Alignment of current screening practices

Say:

Media:

No Handout

Selecting a Screening Measure

- Using at least two screening measures can enhance the accuracy of the process
- Consider a screening measure's ability to
 - correctly identify students at risk for reading difficulties(*sensitivity*)
 - students at low risk for such difficulties(*specificity*)

Say:

Media:

No Handout

Benchmarks and Cut-point Scores

- Benchmarks and set cut-point scores help identify children at low, moderate, or high risk for developing reading difficulties
- District or school can develop its own benchmarks and cut-point scores for screening students
- National sources and instruments important during the early phases of implementation

Say:

Media:

No Handout

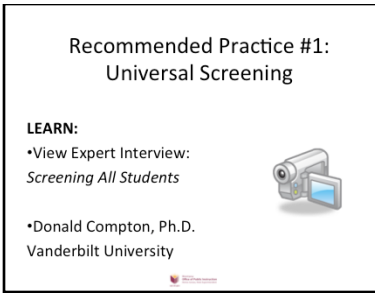
Benchmarks and Cut-point Scores

- Setting cut-point scores allows schools to identify an initial pool of at-risk students,
- No one assessment measure is perfectly reliable.
- Schools should engage regular progress monitoring to track student achievement.

Say:

Media:

No Handout



Preparation: Write the three big ideas on chart paper. Leave space under each so that you can add key ideas during the check-in time.

Materials: sticky notes, chart paper

Say: *Dr. Compton outlines the components of a school-wide screening system and gives an example of how a school might implement a universal screening program. He provides details about how schools can select appropriate benchmarks and set cut-points tailored to their student populations.*

Direct participants to write the following big ideas on three sticky notes (one for each idea): (Write these three ideas on chart paper)

1. Components of the System
2. Setting up a Screening System
3. Cut Scores

Explain to participants that as they watch the video, they should write key information on the sticky note that they would

like to remember for that topic. Once the video is over, they will use the information they've written to complete an activity.

Media: Expert Interview: Implementing a Screening Program (5:59)

Handout: No Handout

60, 30, 15 Partner Activity

Choose one of the topics from your sticky notes and discuss the topic with your shoulder partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



Say:

Media:

No Handout

Tri-Community Elementary Steelton, PA

Where: Steelton,
Pennsylvania

Type: Suburban

District: Central Dauphin
Grade

Level: K-6 Grade

Demographics:

38% Black

37% White

19% Hispanic

5% Asian

1% Other

53% Free or Reduced-
Price Lunch

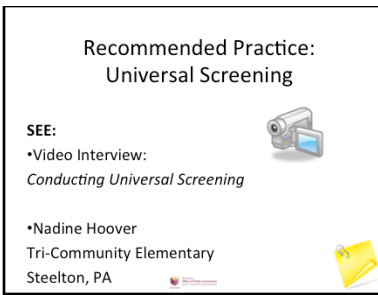
Say: The next video is with Nadine Hoover, a literacy coach, at Try-Community Elementary in Steelton, PA. Here is some information including demographics about her school.

Walk through the information on the slide.

Demographics Based on 2008-09 School Accountability Report Card

No Media

No Handout



Say: This next videos is an interview with Nadine Hoover, a literacy coach, at Try-Community Elementary. Listen as she discusses the purpose, scheduling, and administration of universal screening. She explains how the use of screening data has changed instruction at this school.

Find the "Screening and Intervention Record Forms" handout. These screening forms are used by Rtl data teams in Pennsylvania schools to record student performance, goals, targeted skills, instructional strategies, and decisions made regarding student placements in tiers.

Media: Video Interview: Conducting Universal Screening (4:23)

Handout: Screening and Intervention Record Forms

John Washington Elementary Fresno, CA

Where: Fresno, California	Demographics:
Type: Rural	41% Hispanic
District: Sanger Unified School District Grade	37% Asian
Level: K-6 Grade	18% White
	2% Black
	1% Other
	53% Free or Reduced- Price Lunch
	22% ELL
	4% Special Education

Say: The next audio interview is with principal Wes Sever from John Washington Elementary in Fresno, CA. Here is some information including demographics about his school.

Walk through the information on the slide.

Demographics Based on 2008-09 School Accountability Report Card


No Media

No Handout

Recommended Practice:
Universal Screening

SEE:

- Audio Interview:
The Power of Data
- Wes Sever
John Washington Elementary
Fresno, CA



Say: Listen as Wes Sever, an experienced principal, talks about the significance of data for planning instruction, importance of using grade-level common assessments to enable staff collaboration, and the role of professional development in helping teachers use data and share strategies focused on improving student learning and classroom instruction.

Media: Audio Interview: The Power of Data (4:47)

Handout: No Handout

Durham Elementary Tigard, OR

Where: Tigard, Oregon

Demographics:

Type: Suburban

58% White

29% Hispanic

13% Other

District: Tigard-Tualatin
School District Grade

45% Free or Reduced-
Price Lunch

15% English Language
Learners

Level: K-6 Grade



Say: The next audio interview is with Joyce Woods from Durham Elementary in Tigard, OR. Here is some information including demographics about her school.

Walk through the information on the slide.

Demographics Based on 2008-09 School Accountability Report Card

No Media

No Handout



Say: In this audio interview Joyce woods, an elementary school principal, describes what is needed to create an effective Rtl leadership team. Team responsibilities at this school include data collection, data interpretation, and development of instructional plans.

View the related sample material, *School Leadership Team Process*.

Media: Audio Interview: Creating a Building Level Team (5:16)

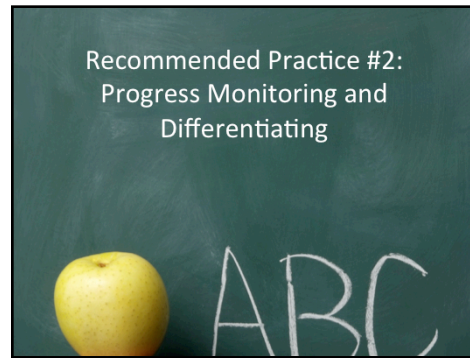
Handout: School Leadership Team Process

Do What Works

Say:

Media: Expert Interview: Tier 1 Differentiation (5:50)

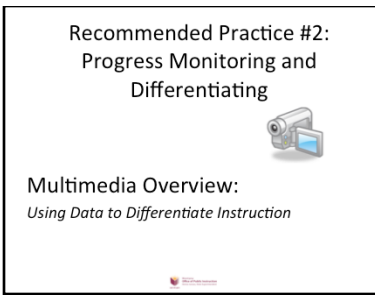
Handout: No Handout



Say:

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout



Say: This multimedia overview explains the importance of progress monitoring as a tool to guide differentiated instruction. It shows how data from reading proficiency assessments can be used to adapt instructional focus and time and the degree of scaffolding provided at each tier level.

Media: Multimedia Overview: Using Data to Differentiate Instruction (6:37)

Handout: No Handout

Activity

Say:

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout

Recommended Practice:
Progress Monitoring and
Differentiating

LEARN:

- View Expert Interview:
Tier 1 Differentiation
- Carol McDonald Connor, Ph.D.
Florida State University and Florida Center for
Reading Research 



Say: Watch Dr. Carol McDonald Connor talk about differentiated instruction methods at Tier 1. She explains how teachers can group students according to learning needs during regular instruction and what school administrators can do to support teachers' use of differentiated instruction in the classroom setting. She also addresses the important issue of small group management.

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout

Activity: Video Reflection

1. Why is schoolwide implementation of a practice important? How does this relate to the idea of program fidelity?
2. What did Dr. Johnson mean when he said that when implementing a new instructional practice, schools must have a "clear notion of what is the real result that they're trying to achieve?"
3. Describe the analogy of "teaching like you're feeding the chickens." How can effective use of data help educators avoid this?

Say: Tell participants that they are now going to have an opportunity to reflect on the video with their "groovy groups." As you reflect, focus on the questions posted on the slide. When you hear the music move to your groups and do the following


1. Direct participants to gather together their four sticky notes. Quickly review the agreed upon norms for group work.
2. Then, direct participants to meet with their twelve o'clock APPOINTMENT CLOCK PARTNER.
3. Once they have found their partner, they should find another partner pair next to them to form a group of four.
4. In their group of four, they should discuss with their groups their sticky note reflections, using the questions on the slide as a guide.
5. Once most groups seem finished, direct participants back to their seats.
6. Use popsicle sticks to randomly call on participants to share out their group's ideas and reflections. Then, give participants a moment to write down two "take away" ideas that they would like to add to their Maintaining a Consistent Focus on Improving Instruction notes and ideas page
7. Conclude by noting the following:
 - There are many ways to address a school's needs, but if instruction does not change, achievement will not change.
 - Programs alone do not make the difference between high- and low-performing schools. The entire school staff must believe in the new practices being pursued and implement these practices to the highest fidelity possible.
 - Successful schools focus on a small number of practices that match their students' needs, rather than getting caught up in making many changes for the sake of making changes.
 - All practices must acknowledge that the ultimate goal is improving student learning. Teachers cannot merely present content—they must ensure that their students are learning.

Recommended Practice:
Progress Monitoring and
Differentiating

LEARN:

•View Expert Interview:
Progress Monitoring at Tier 2

•Carol McDonald Connor, Ph.D.
Florida State University and Florida Center for
Reading Research



Say: In this interview Dr. Connor discusses the importance of progress monitoring and data-driven decision making in tailoring Tier 2 instruction. She provides guidance on assessing foundational reading skills at each grade level, selecting progress monitoring measures, and developing data-driven decision-making rules. In addition, she explains how to increase the instructional intensity for students needing Tier 3 interventions.



Media: Expert Interview: Progress Monitoring at Tier 2 (5:32)

Handout: No Handout

Recommended Practice:
Progress Monitoring and
Differentiating

SEE:

- Presentation:
Managing Progress Monitoring in the Classroom
- Kristy Shoaff
Tri-Community Elementary
Steeltown, PA




Say: In this presentation Kristy Shoaff, a first-grade teacher, demonstrates how to conduct progress monitoring and managing this process in the classroom. She describes reading measures, classroom management strategies, and gives an example of using data to differentiate instruction. Progress monitoring graphs are used to communicate with students and parents.


Media: Presentation: Managing Progress Monitoring in the Classroom (5:07)

Handout: No Handout

Recommended Practice:
Progress Monitoring and
Differentiating

SEE:

- Presentation: 
Differentiation Within the Kindergarten Core
- Lynne Carney
Tri-Community Elementary
Steeltown, PA




Say: Now let's actively listen as kindergarten teacher, Lynne Carney, discusses differentiation within core instruction, including strategies for teaching English language learners. She uses explicit strategies such as modeling and thinkalouds, checks for understanding throughout lessons, and reteach strategies through individual instruction and an extended day program.


Media: Presentation: *Differentiation Within the Kindergarten Core* (4:28)

Handout: No Handout

Recommended Practice:
Progress Monitoring and
Differentiating

SEE:

- Presentation: 
Managing Differentiation With Small Groups
- Autumn La Penta
Tri-Community Elementary
Steeltown, PA



Say: In this presentation second-grade teacher, Autumn La Penta, explains how she differentiates instruction daily for four learning skills groups and monitors student progress through frequent informal and formal assessments. She demonstrates small group reading lessons focused on phonics, vocabulary, and comprehension skills, and discusses scaffolding and corrective feedback.



Media: Presentation: *Managing Differentiation With Small Groups* (6:32)

Handout: No Handout

Recommended Practice:
Progress Monitoring and
Differentiating

SEE:

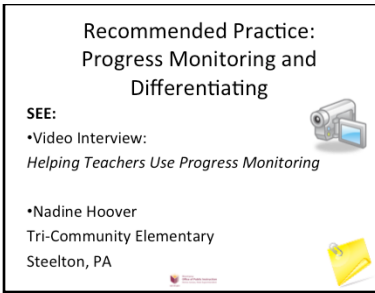
- Presentation:
Reteaching in Small Group Interventions
- Katie Banks
John Washington Elementary
Fresno, CA



Say: *In our next video Katie Banks, a first-grade teacher from John Washington Elementary, demonstrates a small group phonics lesson and discusses reteaching and frequent checking for skill mastery. She explains the 80% / 20% decision rule for regrouping, describes ways to support English language learners, and reviews reteaching strategies.*

Media: Presentation: Reteaching in Small Group Interventions (3:29)

Handout: No Handout



Say: In this interview Nadine Hoover, a literacy coach, discusses progress monitoring and ways to support teachers in using assessment data to plan instruction. She explains the role of the reading team and describes how students are engaged in this process.

Find the Steps for Monitoring and Graphing Progress handout.


Media: Video Interview: Helping Teachers Use Progress Monitoring (3:46)


Handout: Steps for Monitoring and Graphing Progress Monitoring

Recommended Practice:
Progress Monitoring and
Differentiating

SEE:

- Classroom Video:
Early Elementary Assessment: Phonemic
Awareness
- Reading Rockets





Say: In this classroom video we will see a demonstration of informal phonological and phonemic awareness assessments conducted with an elementary school student. We will also hear about how assessments are used to identify struggling students and tips on administering assessments. We will see a variety of assessment measures modeled with one student.

Media: Classroom Video: Early Elementary Assessment: Phonemic Awareness (8:45)

Handout: No Handout

Activity

Say:

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout

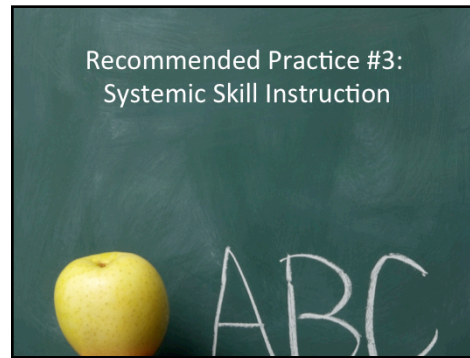
Do

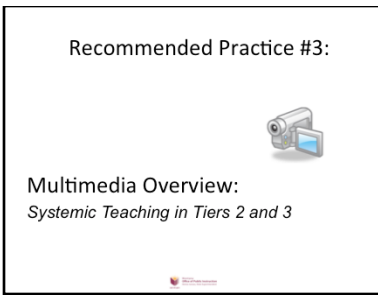
- Combine the See and Do when there is a tool available to help to make the see video even more clear

Say:

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout





Say: This multimedia overview introduces the key elements of systematic instruction, describes explicit strategies teachers can use to help students master critical reading skills, and explains the importance of instructional dosage, scaffolded instruction, student practice, and corrective feedback.

Media: Multimedia Overview: Systemic Teaching in Tiers 2 and 3 (6:50)

Handout: No Handout

Research Article Jigsaw

Effects of Theoretically Different
Instruction and Student
Characteristics on the Skills of
Struggling Readers
Mathes et al (2005)



Say:

Media:

Handout: Research Evidence Article - Mathes et al (2005). Effects of theoretically different instruction and student characteristics on the skills of struggling readers.

Venn Diagram Partner Activity

1. What was the overall purpose of the study?
2. What do you believe are the benefits of each method of instruction?
3. What do you believe are the disadvantages of each method of instruction?
4. Which of the three instructional conditions produced the best results?
5. Which of the three would you want to use if you had to pick one to teach? Why? (Come to a group consensus)



Say: When the music begins find your partner and answer the following questions. You will then create a Venn diagram depicting the overlapping and non-overlapping essential characteristics of the three instructional conditions. You may find your "Frog and Toad are Friends" partner.

Start Music

Questions:

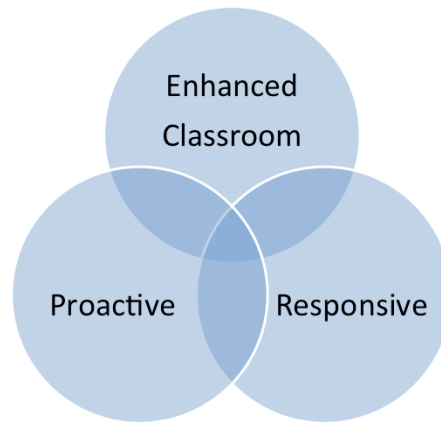
1. What was the overall purpose of the study?
2. What do you believe are the benefits of each method of instruction?
3. What do you believe are the disadvantages of each method of instruction?
4. Which of the three instructional conditions produced the best results?
5. Which of the three would you want to use if you had to pick one to teach? Why? (Come to a group consensus)
6. Create a three-way Venn diagram depicting the overlapping and non-overlapping essential characteristics of the three instructional conditions (enhanced classroom, proactive, responsive)

No Media

Handout: Research Evidence Article - Mathes et al (2005). Effects of theoretically different instruction and student characteristics on the skills of struggling readers.

Venn Diagram



Create a three-way Venn diagram depicting the overlapping and non-overlapping essential characteristics of the three instructional conditions



Recommended Practice:
Systemic Skill Instruction

LEARN:

- View Expert Interview:
Tier 2 Instructional Programs
- Joseph A. Dimino, Ph.D.
Instructional Research Group



Say: In this interview Dr. Joeseeph Dimino, a research expert with the Instructional Research Group discusses the content, instructional focus, and structure of Tier 2 interventions. He presents the foundational reading skills appropriate at each grade level, describes explicit teaching strategies, and contrasts the characteristics of Tier 2 and Tier 3 interventions in terms of student grouping and frequency and amount of instruction.

Media: Expert Interview: Tier 2 Instructional Programs (5:54)

Handout: No Handout

Recommended Practice:
Systemic Skill Instruction

LEARN:

•View Expert Interview:
Intensive Tier 3 Instruction



•Joseph A. Dimino, Ph.D.
Instructional Research Group



Say: In this expert interview, Dr. Dimino describes intensive Tier 3 interventions and discusses the importance of considering how to group students, pace lessons, and provide error correction and student practice. He explains the term "double dosage" and suggests how teachers can structure intensive instruction for students.

Media: Expert Interview: Intensive Tier 3 Instruction (4:08)


Handout: No Handout

Recommended Practice:
Systemic Skill Instruction

LEARN:

•View Expert Interview:
Implementing Reading Interventions

•Sylvia Linan-Thompson, Ph.D.
Instructional Research Group



Say: Listen carefully as Dr. Linan-Thompson describes the components of effective interventions and how English learners can benefit from additional teaching. She describes reading interventions that are typically Tier 2 small group daily interventions that are provided in addition to classroom instruction. In addition to group size and amount of time, the recommended characteristics of interventions include scaffolding across reading components, well-paced instruction with adequate practice, and inclusion of oral language development during reading skills instruction.



Media: Expert Interview: Implementing Reading Interventions (5:27)

Handout: No Handout

Recommended Practice:
Systemic Skill Instruction

SEE:

- Presentation:
Modeling Initial Sounds in Tier 3
- Nancy Bookwalter
Tri-Community Elementary
Steeltown, PA



Say: Watch as reading specialist Nancy Bookwalter demonstrates modeling, guided practice, and error correction strategies during an intensive one-on-one lesson on letter sounds. She discusses how she models correct sounds and scaffolds using the "I do, we do, you do" approach.

Find the Systematic Teaching Strategies handout.



Media: Presentation: Modeling Initial Sounds in Tier 3 (5:57)

Handout: Systematic Teaching Strategies

Recommended Practice:
Systemic Skill Instruction

SEE:

- Presentation:
Thinkaloud Examples and Comprehension and Phonics
- Nancy Bookwalter
Tri-Community Elementary
Steeltown, PA



Say: *Listen as Dr. Joseph Dimino explains how the thinkaloud strategy can be used during instruction. He demonstrates a comprehension thinkaloud using text and pictorial clues and a phonics thinkaloud using a silent "e" example.*

Find the Thinkaloud Survey handout.

Media: Video Interview: Thinkaloud Examples and Comprehension and Phonics (4:31)

Handout: Thinkaloud Survey

Core Program Review Tool

A self-assessment tool used by schools to evaluate and select research-based core programs, as well as evaluate present programs.

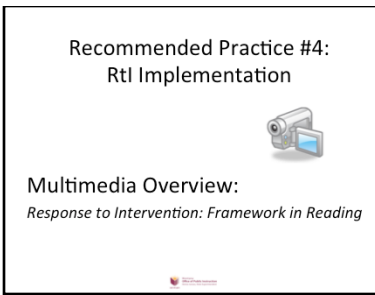


Say:

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout





Say: Watch this brief overview to learn how Response to Intervention (RtI) systems are designed to identify students potentially at risk in reading and then provide them with the support they need to develop foundational reading skills.

The overview introduces three recommended RtI practices:

- 1. Universal Screening*
- 2. Progress Monitoring and Differentiation*
- 3. Systematic Skill Instruction*

Media: Multimedia Overview: Using Data to Differentiate Instruction (4:39)

Handout: No Handout

Activity: Video Reflection


1. Why is schoolwide implementation of a practice important? How does this relate to the idea of program fidelity?
2. What did Dr. Johnson mean when he said that when implementing a new instructional practice, schools must have a "clear notion of what is the real result that they're trying to achieve?"
3. Describe the analogy of "teaching like you're feeding the chickens." How can effective use of data help educators avoid this?


Say: Tell participants that they are now going to have an opportunity to reflect on the video with their "groovy groups." As you reflect, focus on the questions posted on the slide. When you hear the music move to your groups and do the following

1. Direct participants to gather together their four sticky notes. Quickly review the agreed upon norms for group work.
2. Then, direct participants to meet with their twelve o'clock APPOINTMENT CLOCK PARTNER.
3. Once they have found their partner, they should find another partner pair next to them to form a group of four.
4. In their group of four, they should discuss with their groups their sticky note reflections, using the questions on the slide as a guide.
5. Once most groups seem finished, direct participants back to their seats.
6. Use popsicle sticks to randomly call on participants to share out their group's ideas and reflections. Then, give participants a moment to write down two "take away" ideas that they would like to add to their Maintaining a Consistent Focus on Improving Instruction notes and ideas page
7. Conclude by noting the following:
 - There are many ways to address a school's needs, but if instruction does not change, achievement will not change.
 - Programs alone do not make the difference between high- and low-performing schools. The entire school staff must believe in the new practices being pursued and implement these practices to the highest fidelity possible.
 - Successful schools focus on a small number of practices that match their students' needs, rather than getting caught up in making many changes for the sake of making changes.
 - All practices must acknowledge that the ultimate goal is improving student learning. Teachers cannot merely present content—they must ensure that their students are learning.

Recommended Practice:
RTI Implementation

LEARN:

- Expert Interview:
The Phases of RtI Implementation
- W. David Tilly III, Ph.D.
Innovation and Accountability Iowa Heartland
Education Agency 



Say: In this expert interview we will hear Dr. David Tilly share lessons from the experiences of several decades of providing technical assistance to help districts and schools in Iowa implement RtI frameworks. He describes the activities at three phases of implementation: consensus building, infrastructure building, and full implementation.

Media: Expert Interview: The Phases of RtI Implementation (6:12)


Handout: No Handout

Recommended Practice:
RTI Implementation

LEARN:

•Expert Interview:
How Rtl Changes Special Education

•W. David Tilly III, Ph.D.
Innovation and Accountability Iowa Heartland
Education Agency




Say: Listen as Dr. Tilly traces some of the major changes that have occurred in special education practice in Iowa as a result of Rtl implementation. He describes the Rtl influence on the process of diagnosing learning needs, the move away from disability labels, the use of different types of assessments, and the emphasis on targeted instructional strategies.

Media: Expert Interview: How Rtl Changes Special Education (6:02)

Handout: No Handout

Recommended Practice:
RTI Implementation

SEE:

•Presentation: 
Partnering General and Special Education

•John Tommasini, Ph.D. and Edward Vollbrecht,
Ph.D.
Pennsylvania Department of Education

Say: In this presentation John Tommasini and Edward Vollbrecht directors of Pennsylvania state agency bureaus describe the state's approach to implementing RtI. They discuss policies, tools for determining readiness to implement RtI, and the types of assistance offered to school districts.

Media: Expert Interview: Partnering General and Special Education (12 slides)

Handout: No Handout

Recommended Practice:
RTI Implementation



SEE:

•Video Interview:

State Leadership: Building an Rtl System

•Gerald Zahorchak, Ed. D.

Pennsylvania Department of Education

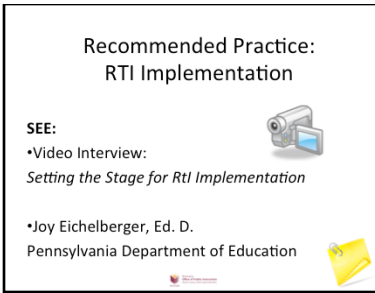


Say: Listen as Gerald Zahorchak, Pennsylvania Secretary of Education, describes how Response to Intervention has served to align Pennsylvania's reform and improvement framework.

In Pennsylvania, Rtl is known as RtII for Response to Instruction and Intervention.

Media: Video Interview: State Leadership: Building an Rtl System (4:35)

Handout: No Handout



Say: In this next interview Joy Eichelberger, Pennsylvania's Rti State Lead and Director of Intervention Services for regional provider PaTTAN, describes the state's Rti rollout strategy. She shares lessons learned from pilot schools and preliminary achievement results from implementing schools.

Find the Readiness Self-Assessment Tool for Elementary Schools handout.

Media: Video Interview: Setting the Stage for Rti Implementation (6:00)

Handout: Rti Readiness Self-Assessment Tool for Elementary Schools

Recommended Practice:
RTI Implementation



SEE:

- Audio Interview:
Lessons from Iowa About RtI
- Lana K. Michelson and Eric Neessen
Iowa Department of Education



Say: In this interview listen as Lana Michelson, chief of Iowa's Bureau of Student and Family Support Services, and Eric Neessen, consultant for School Psychological Services, discuss Instructional Decision Making (IDM). IDM is a general education initiative that has changed teacher roles.

Media: Audio Interview: Lessons from Iowa About RtI (6:34)

Handout: No Handout

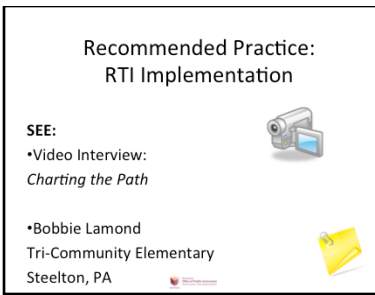


Say: Listen as Erin Lolich, an administrator, in the Tigard-Tualatin School District and the director of professional development in RtI for 32 school districts, describes the types of training, coaching, and monitoring that districts find helpful.

Find the District Implementation Tracking Plan handout.

Media: Audio Interview: RtI Training for School Districts (5:08)

Handout: District Implementation Tracking Plan



Say: *Watch as Principal Bobbie Lamond explains her role in the school's evolution of RtI. She also discusses the grade-level data team process used to differentiate instruction and the importance of staff collaboration in planning interventions.*

Find the RtI Implementation Self Report handout that is used to chart their school progress.


Media: Video Interview: Charting the Path (4:38)


Handout: RTI Implementation Self Report

Recommended Practice:
RTI Implementation

SEE:

- Video Interview:
Principal's Role in Instructional Decision Making
- Deb Chiodo
Cornell Elementary
Des Moines, IA





Say: *Listen as Principal Deb Chiodo from Cornell Elementary School describes her development as an instructional leader through the use of RtI. Systematic and regular grade-level meetings are the heart of the school's RtI operation.*

Media: Video Interview: Principal's Role in Instructional Decision Making (5:45)



Handout:

Recommended Practice:
RTI Implementation

SEE:

•Video Interview:
Powerful RtI Training Experiences

•Deb Chiodo
Cornell Elementary
Des Moines, IA



Say: Wendy Robinson coordinates Heartland AEA's Instructional Decision Making project. Listen as she describes training experiences that have proven to be effective in Des Moines for communication, allocating intervention resources, and determining instructional strategies based on data.

Media: Video Interview: *Powerful RtI Training Experiences* (5:48)

Handout: None

88

Do

Say:

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout

Additional Resources

- Bradley Witzel video clips (32 total)
Available on the Instructional Innovations website
- Doing What Works: Many additional videos, tools, and templates

Say:


Point out that there are numerous resources found on the IIU website (Bradley Witzel) as well as the Doing What Works website.

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout

Closing Slides

KWL Activity		
What Do You Know	What Do You Want to Know	What Have You Learned



Say:

Read the slide to introduce the icebreaker activity.

Give examples: You may use sign language or some other non-verbal forms of communication....be creative!

Move around the room and give feedback like nodding and smiling to make participants feel comfortable.

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout

Closing Activity

Tell, Help, Check

Say:

Media: Expert Interview: Tier 1 Differentiation (5:50)

Handout: No Handout

References/Resources

- Doing What Works: <http://dww.ed.gov/>
- National Mathematics Advisory Panel Final Report:
<http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>
- Montana Office of Public Instruction Content Standards: <http://www.opi.mt.gov/Curriculum/Index.html>

Say:

Much of the media and handouts for this training we made available from the website ***Doing What Works***

The Doing What Works website is a website dedicated to helping educators implement effective educational practices and includes practice guides developed by the U.S. Department of Education's Institute of Education Sciences.

DOINGWHATWORKS
research-based education practices online

<http://dwww.ed.gov/>

Say:

Media:

Handout: No Handout